



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Persian (1PN0)

Paper 1F: Listening and Understanding in
Persian

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Publications Code 1PN0_1F_2506_ER

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Overview

This report provides a detailed, question-by-question analysis of Paper 1F, with observations on candidate performance, common errors, and specific advice to centres.

Section A

Q1 – Sport event

Test focus: Identifying three correct activities mentioned by different speakers.

Performance: Strong performance overall. Most candidates selected the correct three activities. A small number ticked more or fewer than three boxes, losing marks despite correct content knowledge.

Advice: Train students to follow the rubric carefully and count their selections.

Q2 – Volunteering

Test focus: Multiple-choice factual recall from short monologues.

Performance: Most candidates understood the context but confused vocabulary for 'bottles' vs 'boxes'. Some selected correct days incorrectly due to rushing.

Advice: Emphasise careful listening for key nouns and numbers/days. Practise distinguishing similar-sounding words.

Q3 – Making friends

Test focus: Identifying three correct statements from a dialogue.

Performance: Weaker candidates tended to select statements that were plausible but not explicitly stated.

Advice: Encourage notetaking during first listening to capture exact details.

Q4 – Norouz celebration

Test focus: Matching activities to family members.

Performance: Many confused similar cooking-related activities, e.g., 'makes kebab' vs 'cooks chicken'.

Advice: Teach careful attention to verbs and nouns and pre-learn cultural vocabulary.

Q5 – Local area

Test focus: Short-answer questions in English.

Performance: Some answers written in Persian lost marks. Others provided only one detail when two were asked for.

Advice: Reinforce answering in the required language and giving the exact number of details.

Q6 – Hotels

Test focus: Gap-fill vocabulary from a provided box.

Performance: The majority identified correct descriptive terms, though confusion arose between adjectives with similar meaning ('big' vs 'good'). Some responses showed students selecting based solely on logic rather than listening.

Advice: Train students to match heard vocabulary precisely, not just rely on context clues. Encourage double-checking that the completed sentence is logical and grammatically correct.

Q7 – Habits

Test focus: Selecting three true statements from a short monologue.

Performance: Most candidates scored well. Errors occurred when students guessed after first listening instead of using the second playing to confirm details.

Advice: Teach a two-pass strategy — first for gist, second for confirming key facts.

Q8 – Diets

Test focus: Short-answer responses in English with a 'give two details' requirement.

Performance: Many students successfully identified what Elaheh eats for dinner but omitted one of the required dietary details, losing easy marks.

Advice: Train learners to highlight or underline 'give two details' in the question before listening.

Q9 – Interests

Test focus: Four-item multiple-choice questions.

Performance: Confusion was common between similar time references ('before lunch' vs 'after lunch'), and some candidates incorrectly inferred answers from general knowledge.

Advice: Provide practice tasks with multiple time markers to sharpen attention to sequencing.

Q10 – Seasons

Test focus: Short-answer comprehension requiring descriptive details.

Performance: The main issue was incomplete answers: many only provided one leaf detail instead of two. Rain-related activities were sometimes guessed.

Advice: Practice answering multi-part descriptive questions and listening for descriptive adjectives.

Q11 – Family and relatives

Test focus: Selecting three correct statements.

Performance: Candidates often selected plausible but unmentioned options, suggesting reliance on inference.

Advice: Reinforce the difference between stated fact and assumption.

Q12 – School types

Test focus: Four short-answer questions in English.

Performance: Common errors included incomplete answers (e.g., writing only 'life' instead of 'life outside school') and omitting required details in 'where' or 'what' questions.

Advice: Practice full-sentence responses and reinforce precision in wording.

Section B

Q13 – Energy

Test focus: Vocabulary insertion into factual sentences.

Performance: Strong in centres where the Pearson Vocabulary List had been systematically taught. Weaker candidates relied on guessing from context, which reduced accuracy.

Advice: Ensure all candidates can recognise and spell vocabulary items in both Persian and English.

Q14 – Shopping

Test focus: Inserting repeated adjectives into sentences.

Performance: This was one of the best-answered questions, though a minority confused 'interesting' with 'beautiful'.

Advice: Consolidate understanding of high-frequency adjectives through contextualised practice.

Overall Observations

The paper effectively differentiated between candidates of varying abilities.

Strongest performance was seen in vocabulary-rich, single-answer tasks; weakest in multi-detail descriptive responses.

Errors were often procedural (wrong number of ticks, incomplete answers) rather than due to lack of understanding.

Recommendations to Centres

- Reinforce the importance of reading instructions fully — particularly number of ticks and number of details.
- Ensure candidates answer in English where required; Persian responses to English-answer questions will not score.
- Teach all items in the Pearson Vocabulary List with meaning in both Persian and English.
- Practice listening for specific detail, sequencing, and implied meaning.
- Develop quick, clear note-taking habits during first listening.
- Expose students to varied Persian accents and pronunciations.
- Give targeted practice for multi-part questions requiring two or more details.
- Use past papers for timed practice to simulate exam pressure and strategic listening.

